



Dear Parent(s),

Please find enclosed the resources required to continue your child's learning at home for the week commencing 9th November. This week we're focussing on Remembrance Day and the Diwali Festival.

As we cannot provide and change reading books I have looked for online reading alternatives. There is a free month trial of a reading progression app at www.readingeggs.com which would be beneficial as daily reading/phonics practise for your child. Please continue to share a story with you child daily too. I have tried to include as much detail as I can to help you, however, if you have any questions please feel free to get in touch by email at:

clare.siswick@swarland.northumberland.sch.uk or alison.stanley@swarland.northumberland.sch.uk

Day 1

Phonics

Your child should be introduced to the sound 'e' - clearly pronouncing it with sound that can be repeated - 'e' is a *bouncy* sound. Once you child is happy with this, you can show your child how to correctly form the letter - 'Lift off the top and scoop out the egg' We draw over the cracked egg picture to start and then they continue to practise using the *Rainbow writing* formation sheet provided. (Write in the large letter with lots of different colours.) We have also included a copy of the rhyme for each letter so you can support your child to form their letters correctly whenever they write. Once they have mastered the 'e' formation you can introduce a range of words that begin with the sound 'e' - ask your child if they can think of any others - they could draw pictures to add to an 'e' collection of words. Egg, elephant, elbow, envelope, elf, escalator, etc.

Revise letter recognition for the sounds previously covered. m,a,s,d,t,i,n,p,g,o,c,k,u,b

Literacy

Select a Remembrance poem to read and discuss the qualities those soldiers possessed, such as they needed to be brave, physically fit, strong. They needed to have courage or be courageous and resilient. They needed to be disciplined, listen to their commanding officer's orders and obey the rules. They needed to always try their best etc. It may be that you need to talk to your child about these words - what they mean and what those characteristics would look like (what a soldier may do to show they have that quality). On each leaf of the *poppy template* provided, your child should choose a word to describe a soldier and write it. When writing with your child, you could write the word above where they are going to write it, then help them to form letters correctly when writing underneath, by rehearsing the formation rhyme as they start. If your child wants to be brave and try to attempt the word themselves, they will only be spelling using the phonics they know, so it doesn't necessarily need to be spelt correctly.

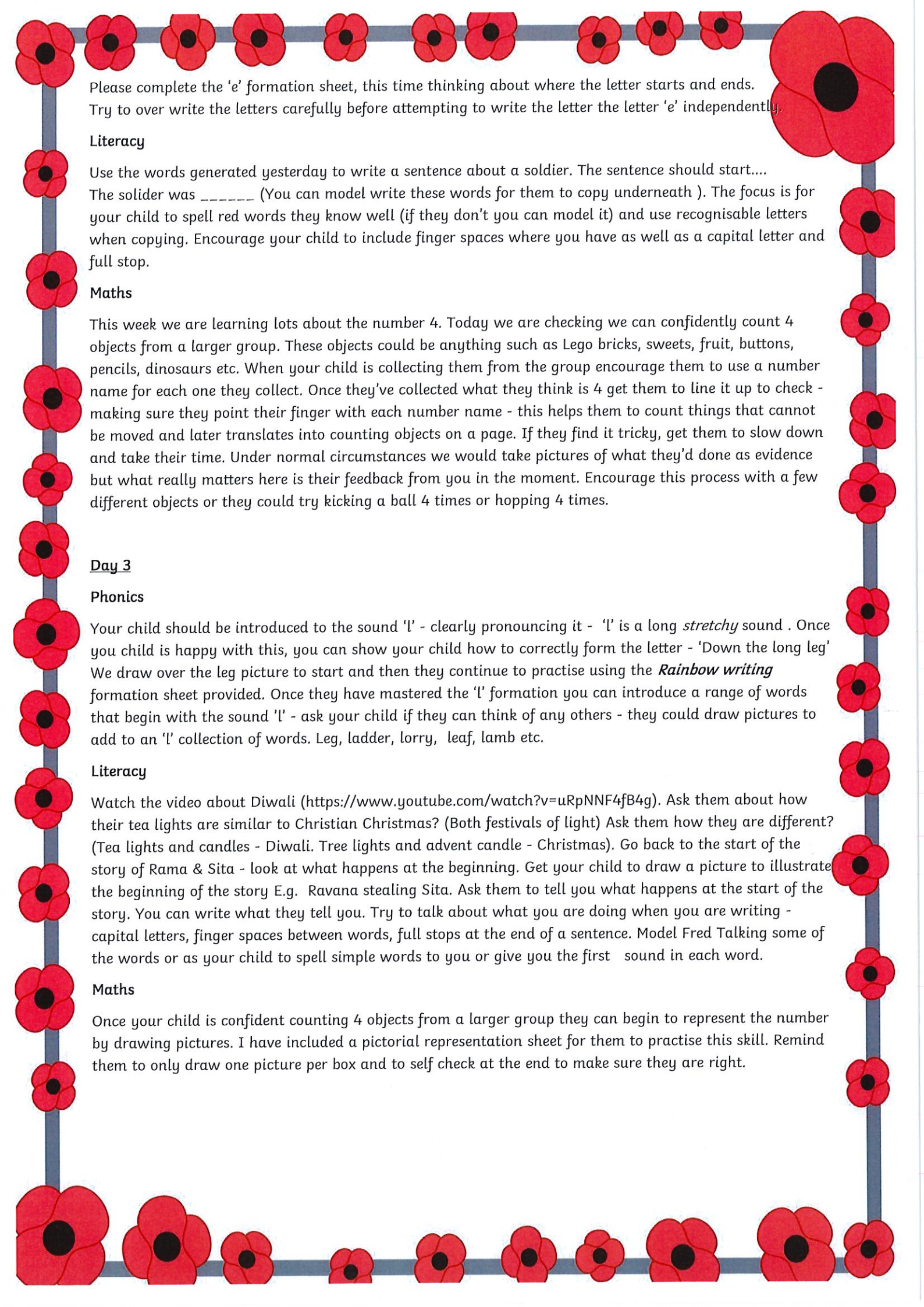
Maths

You child has been working on numbers to 3 in a range of ways. The final element to this section is to look at what numbers make up the number 3. This can be done by sharing objects into 2 groups. I have enclosed a sheet for you to record what combinations you find. To start get your child to count out 3 objects, they could be sweets, Lego bricks, cars etc You can then share them between you and look for different ways. Mummy 2 Child 1 etc. Now get your child to have a go at drawing the options in the *part-part whole* provided - this uses sweets for your child to draw.

Day 2

Phonics

Today we revisit the letter 'e'. We 'bounce' the sound and repeat the sound before saying a word that starts with it. Eg e, e, e, envelope. You model this for your child and they repeat it back to you on their turn.



Please complete the 'e' formation sheet, this time thinking about where the letter starts and ends. Try to over write the letters carefully before attempting to write the letter the letter 'e' independently.

Literacy

Use the words generated yesterday to write a sentence about a soldier. The sentence should start... The soldier was _____ (You can model write these words for them to copy underneath). The focus is for your child to spell red words they know well (if they don't you can model it) and use recognisable letters when copying. Encourage your child to include finger spaces where you have as well as a capital letter and full stop.

Maths

This week we are learning lots about the number 4. Today we are checking we can confidently count 4 objects from a larger group. These objects could be anything such as Lego bricks, sweets, fruit, buttons, pencils, dinosaurs etc. When your child is collecting them from the group encourage them to use a number name for each one they collect. Once they've collected what they think is 4 get them to line it up to check - making sure they point their finger with each number name - this helps them to count things that cannot be moved and later translates into counting objects on a page. If they find it tricky, get them to slow down and take their time. Under normal circumstances we would take pictures of what they'd done as evidence but what really matters here is their feedback from you in the moment. Encourage this process with a few different objects or they could try kicking a ball 4 times or hopping 4 times.

Day 3

Phonics

Your child should be introduced to the sound 'l' - clearly pronouncing it - 'l' is a long *stretchy* sound . Once you child is happy with this, you can show your child how to correctly form the letter - 'Down the long leg' We draw over the leg picture to start and then they continue to practise using the *Rainbow writing* formation sheet provided. Once they have mastered the 'l' formation you can introduce a range of words that begin with the sound 'l' - ask your child if they can think of any others - they could draw pictures to add to an 'l' collection of words. Leg, ladder, lorry, leaf, lamb etc.

Literacy

Watch the video about Diwali (<https://www.youtube.com/watch?v=uRpNNF4fB4g>). Ask them about how their tea lights are similar to Christian Christmas? (Both festivals of light) Ask them how they are different? (Tea lights and candles - Diwali. Tree lights and advent candle - Christmas). Go back to the start of the story of Rama & Sita - look at what happens at the beginning. Get your child to draw a picture to illustrate the beginning of the story E.g. Ravana stealing Sita. Ask them to tell you what happens at the start of the story. You can write what they tell you. Try to talk about what you are doing when you are writing - capital letters, finger spaces between words, full stops at the end of a sentence. Model Fred Talking some of the words or as your child to spell simple words to you or give you the first sound in each word.

Maths

Once your child is confident counting 4 objects from a larger group they can begin to represent the number by drawing pictures. I have included a pictorial representation sheet for them to practise this skill. Remind them to only draw one picture per box and to self check at the end to make sure they are right.



Day 4

Phonics

Today we revisit the letter 'l'. We 'stretch' the sound and repeat the sound before saying a word that starts with it. Eg l——leg. You model this for your child and they repeat it back to you on their turn.

Please complete the 'l' *formation sheet*, this time thinking about where the letter starts and ends. Try to over write the letters carefully before attempting to write the letter 'l' independently.

Literacy

Re-read the middle of the *Rama & Sita story*. Follow the same procedure as the previous day - allow them to draw an illustration and you scribe their re-tell of the middle section of the story. Encourage them to use exciting language and if they miss a bit ask them if they can remember what happened just before - if not you could add it.

Maths

Start with two groups. Have 3 objects in one group and 1 in the other. Ask you child - which group has more? Which group has fewer? Change the numbers and ask them the same questions. Continue until they are confident. Now move to the picture sheet can they identify more or fewer and circle the group. If they find this tricky make the groups with objects and line them up so they can see which is longer and has more.

Day 5

Phonics

Word work. Use the green word cards to Fred talk the sounds then blend them together to say the word.

Use the Red cards for sight reading. If your child does not recognise the word please read it to them and ask them to repeat it back to you. NO Fred talk for a Red word

Literacy

Re-read the end of the Rama & Sita story. Follow the same procedure as the previous day - allow them to draw an illustration and you scribe their re-tell of the end.

Maths

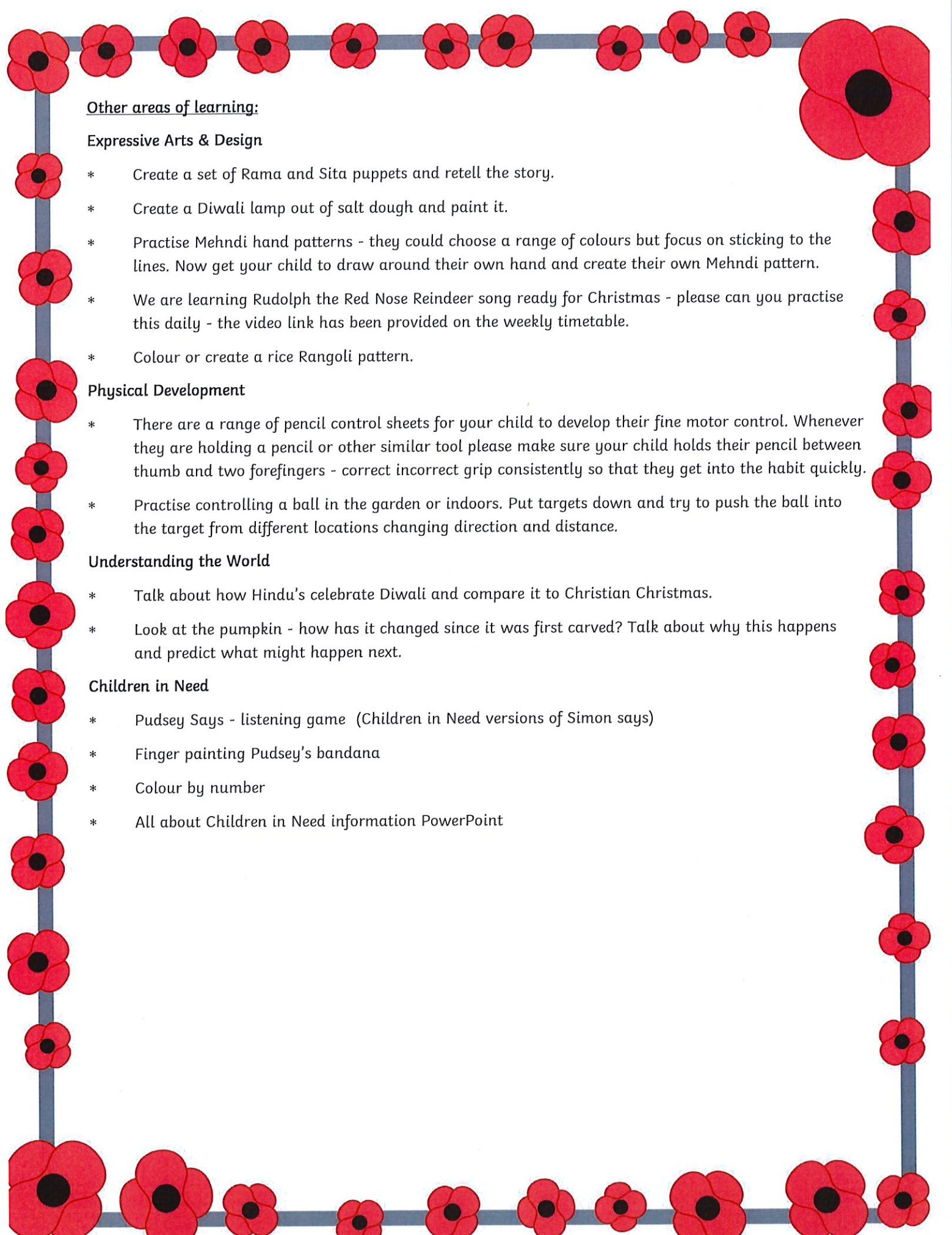
How many ways can you make 4 pictorially?

Willy Wonka is making a chocolate bar with 4 squares in a row. Each square has a Smartie on the top. He only uses 2 colours of Smartie. What combination of Smarties could he have? Get the children to use 2 Smartie colours. You could demonstrate with two coloured coins if you child needs it.

Solutions of 4 - 1 and 3, 3 and 1, 2 and 2

When your child is done add this:

Willy Wonka decided it was too expensive to make a chocolate bar with 4 chunks, he decided to only have 3 chunks on his bar. Would he have more or less combinations for Smartie? Why? They should link back to their findings on the first day. If not, go back and show them.



Other areas of learning:

Expressive Arts & Design

- * Create a set of Rama and Sita puppets and retell the story.
- * Create a Diwali lamp out of salt dough and paint it.
- * Practise Mehndi hand patterns - they could choose a range of colours but focus on sticking to the lines. Now get your child to draw around their own hand and create their own Mehndi pattern.
- * We are learning Rudolph the Red Nose Reindeer song ready for Christmas - please can you practise this daily - the video link has been provided on the weekly timetable.
- * Colour or create a rice Rangoli pattern.

Physical Development

- * There are a range of pencil control sheets for your child to develop their fine motor control. Whenever they are holding a pencil or other similar tool please make sure your child holds their pencil between thumb and two forefingers - correct incorrect grip consistently so that they get into the habit quickly.
- * Practise controlling a ball in the garden or indoors. Put targets down and try to push the ball into the target from different locations changing direction and distance.

Understanding the World

- * Talk about how Hindu's celebrate Diwali and compare it to Christian Christmas.
- * Look at the pumpkin - how has it changed since it was first carved? Talk about why this happens and predict what might happen next.



























Children in Need

- * Pudsey Says - listening game (Children in Need versions of Simon says)
- * Finger painting Pudsey's bandana
- * Colour by number
- * All about Children in Need information PowerPoint

A Reception Autumn 2 – Isolation Timetable (Week beginning 9th Nov)

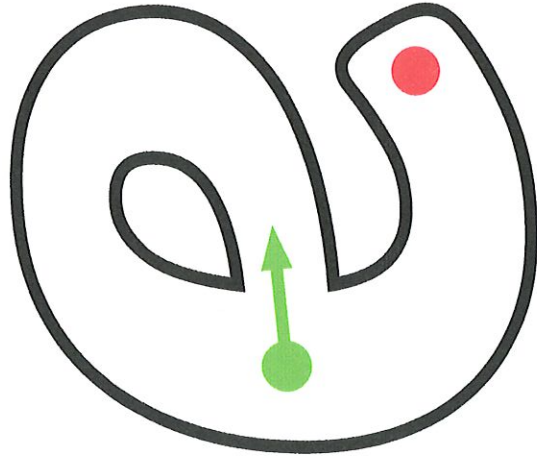
	Session 1	Session 2	Session 3	Session 4
M o n	<u>Phonics</u>	<u>Literacy</u> Poppy poems Poppy petals	<u>Numeracy</u> Composition of 3	Change over time – Pumpkin decay P.E Mehndi Hand Patterns
T u e	<u>Phonics</u>	<u>Literacy</u> Soldier sentences	<u>Numeracy</u> Representing number with objects	Music – practice singing 'Rudolph the red nose reindeer' https://www.youtube.com/watch?v=fJQgOzkcHig Autumn Pencil patterns
W e d	<u>Phonics</u>	<u>Literacy</u> Rama and Sita Video https://www.youtube.com/watch?v=uRpNNF4fB4g Beginning of story. (plus 2 mins Remembrance) https://www.youtube.com/watch?v=pv_ub7Be7oA	<u>Numeracy</u> Representing number pictorially in a 5 frame	All about Diwali Powerpoint Rangoli rice patterns
T h u r	<u>Phonics</u>	<u>Literacy</u> Rama and Sita Middle of story	<u>Numeracy</u> Comparing groups	Rama and Sita puppets – retell Story - Dipals Diwali ebook
Fr i	<u>Phonics</u>	<u>Literacy</u> Story end. Sequence story	<u>Numeracy</u> Composition of 4	Diwali lamps Children in Need – fun and games

Rhymes for letter formation - taken from Read Write Inc.

<p>a</p>  <p>Around the apple and down the leaf.</p>	<p>b</p>  <p>Down the bees to the heel and around the toe.</p>	<p>c</p>  <p>Curl around the caterpillar.</p>	<p>d</p>  <p>Around the dinosaurs bottom, up his tall neck & down to his toes.</p>	<p>e</p>  <p>Lift off the top and scoop out the egg.</p>	<p>f</p>  <p>Down the stem and draw the leaves.</p>
<p>g</p>  <p>Around the girls face, down her hair and give her a curl.</p>	<p>h</p>  <p>Down the head, to his hedges and over his back.</p>	<p>i</p>  <p>Down the body and dot for the head.</p>	<p>j</p>  <p>Down his body, curl, dot for his head.</p>	<p>k</p>  <p>Down the kangaroo's body tail and leg.</p>	<p>l</p>  <p>Down the long leg.</p>
<p>m</p>  <p>Down Meisie, mountain, mountain.</p>	<p>n</p>  <p>Down Nobby and over his net.</p>	<p>o</p>  <p>All around the orange.</p>	<p>p</p>  <p>Down the pirates plait and around his face.</p>	<p>qu</p>  <p>Round her head, up past her earring, down her hair and flick.</p>	<p>r</p>  <p>Down the robots back and curl over his arm.</p>
<p>s</p>  <p>Sither down the snake.</p>	<p>t</p>  <p>Down the tower, across the tower.</p>	<p>u</p>  <p>Down and under, up to the top and draw the puddle.</p>	<p>v</p>  <p>Down a wing, up a wing.</p>	<p>w</p>  <p>Down, up, down, up.</p>	<p>x</p>  <p>Down the arm and leg, repeat the other side.</p>
<p>y</p>  <p>Down a horn, up a horn and under head.</p>	<p>z</p>  <p>Zig-zag-zig</p>				

Large Tracing Letters

Large Tracing Letters



SOLDIER'S CREED

I am an American Soldier.

I am a Warrior and a member of a team.

I serve the people of the United States
and live the Army Values.

I will always place the mission first.

I will never accept defeat.

I will never quit.

I will never leave a fallen comrade.

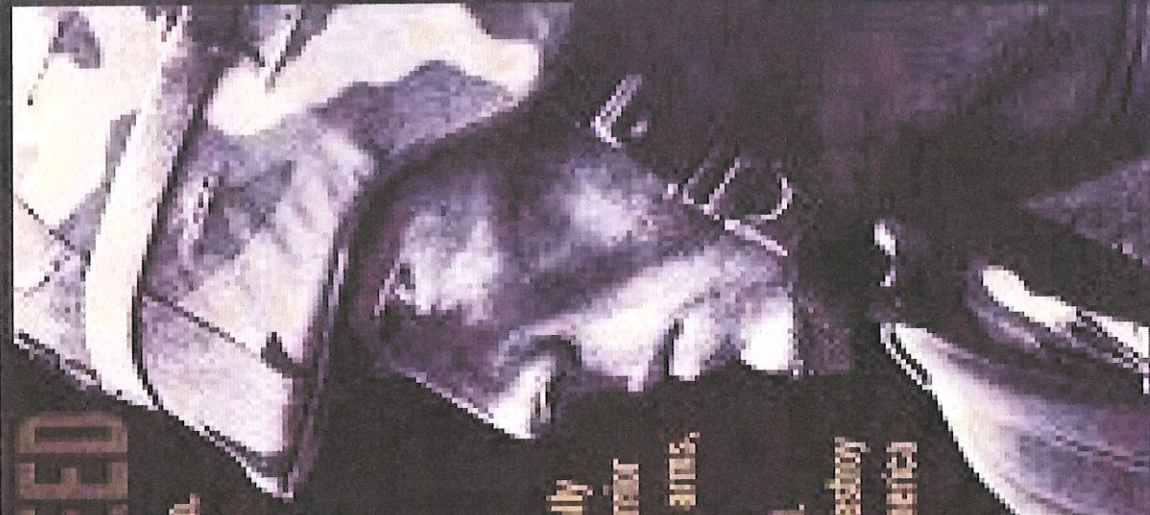
I am disciplined, physically and mentally
tough, trained and proficient in my warrior
tasks and skills. I always maintain my arms,
my equipment and myself.

I am an expert and I am a professional.

I stand ready to deploy, engage, and destroy
the enemies of the United States of America
in close combat.

I am a guardian of freedom and the
American way of life.

I am an American Soldier.



A Soldier Is...

By Kelly Roper

A soldier is many things:

Steady, solid, and strong

Optimistic, outstanding, and organized

Loyal, logical, and level-headed

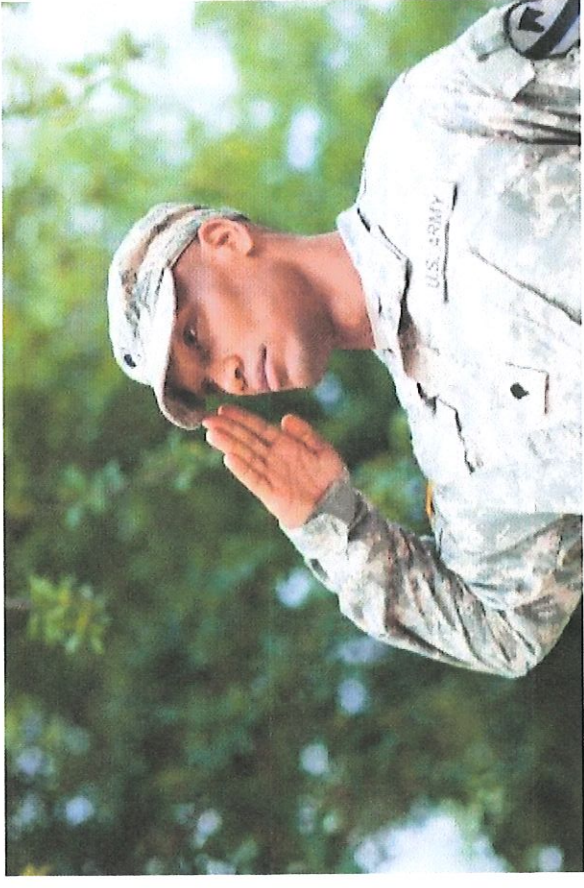
Diligent, decisive, and disciplined

Intelligent, idealistic and, when necessary, immovable

Earnest, effective, and efficient

Rational, resourceful, and resolute

Yes, a soldier is many things, but above all these admirable qualities, a soldier is a hero.



Little Poppy

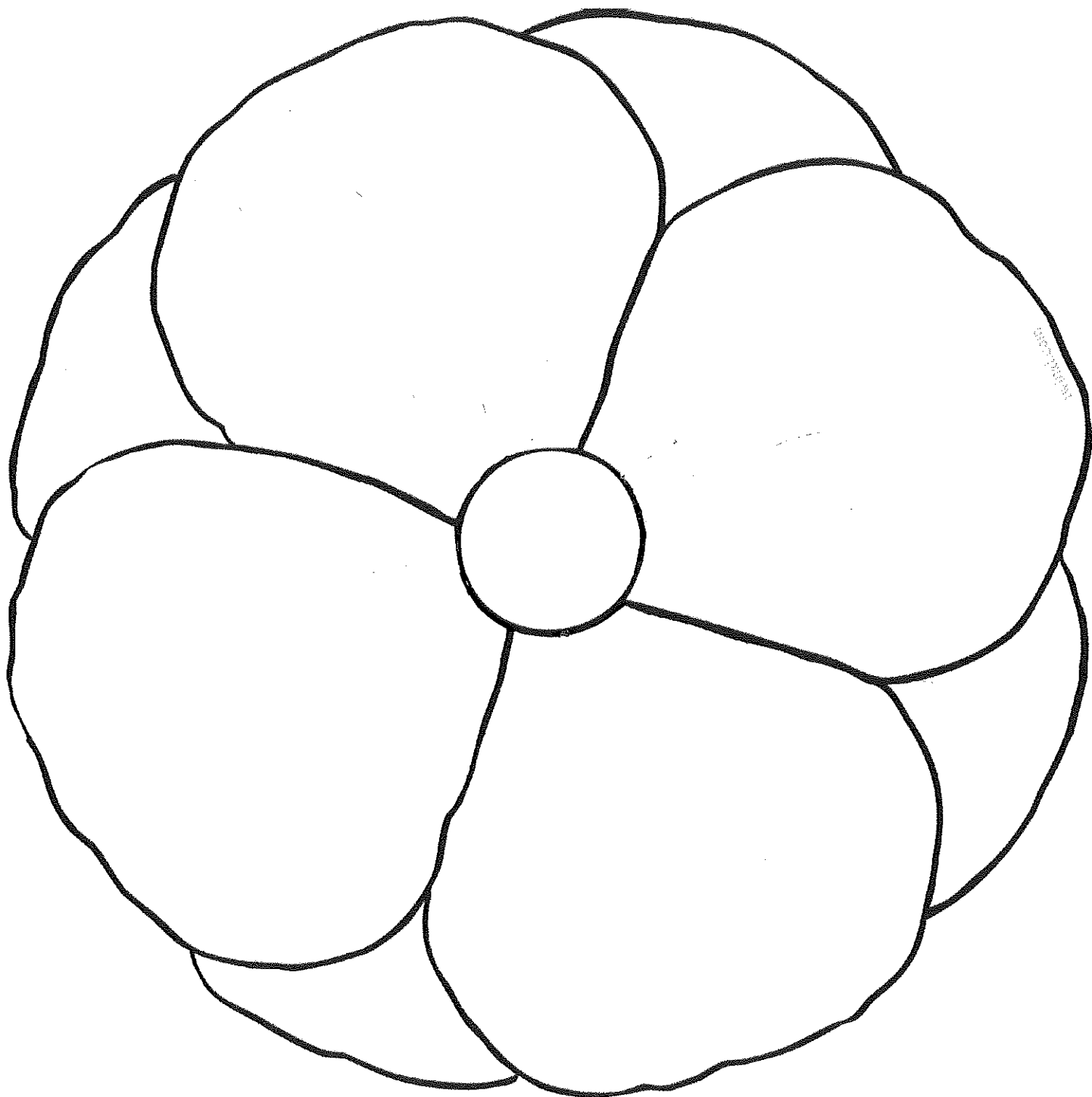
Little poppy
Given to me,

Help us keep England
Safe and free.

I'll wear a little poppy
red as can be,

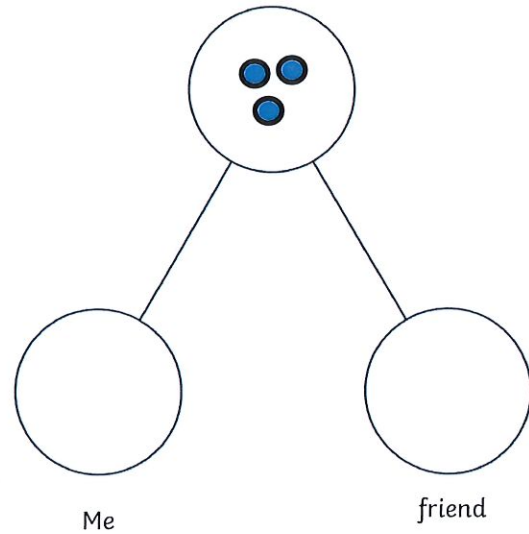
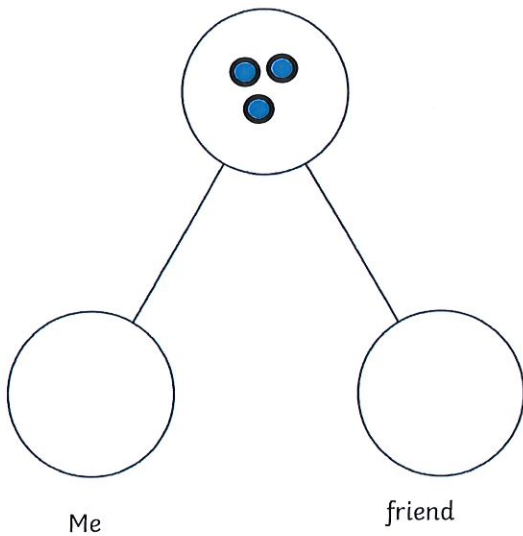
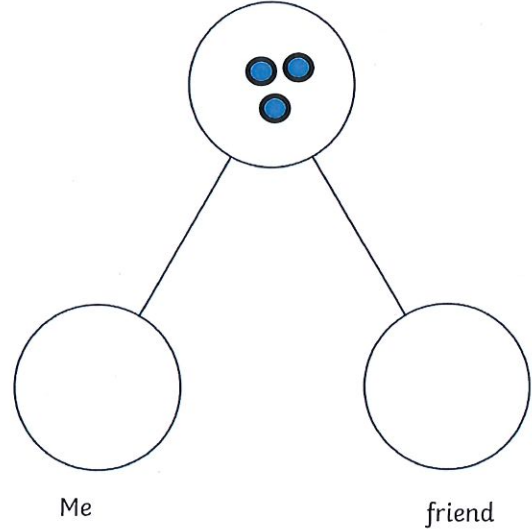
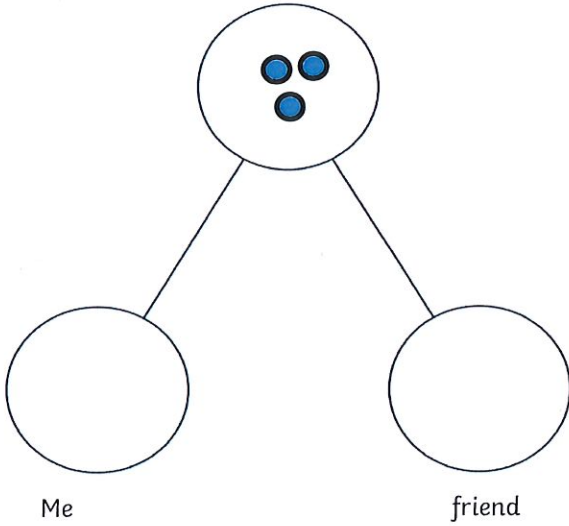
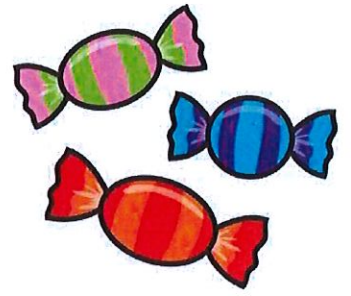
to remember those
who fought for me.





How many ways can you make 3?

You have 3 sweets to share with a friend what options are there? You can use real sweets or objects to help you if you need it.



Letter Formation

Trace over these letters.

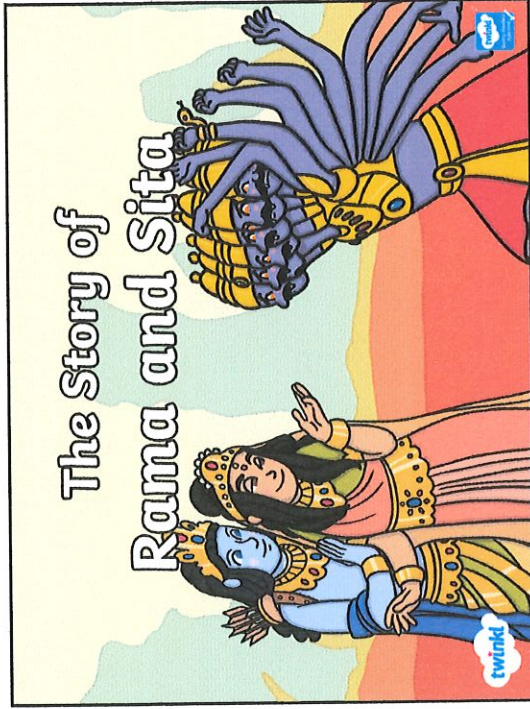
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e e e e

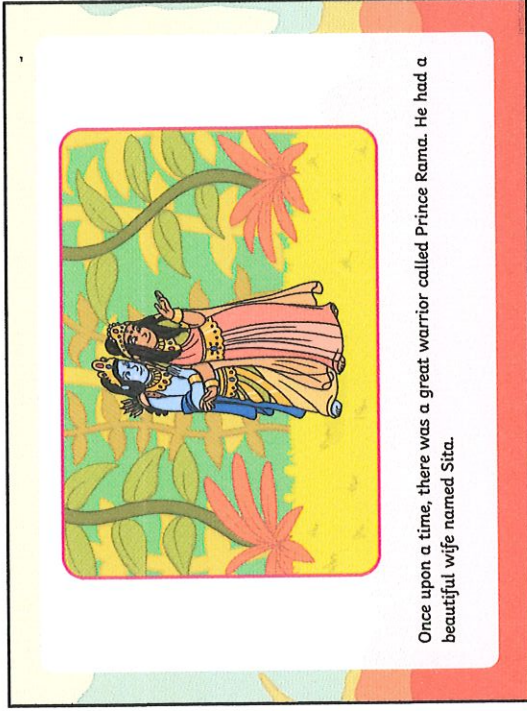
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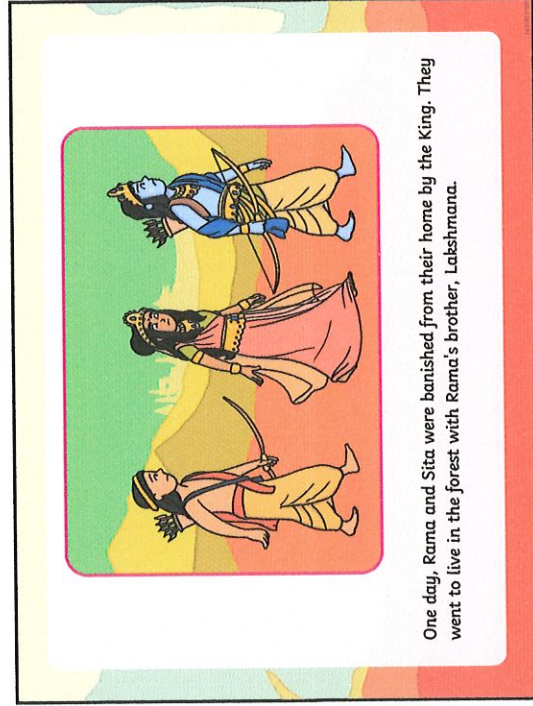
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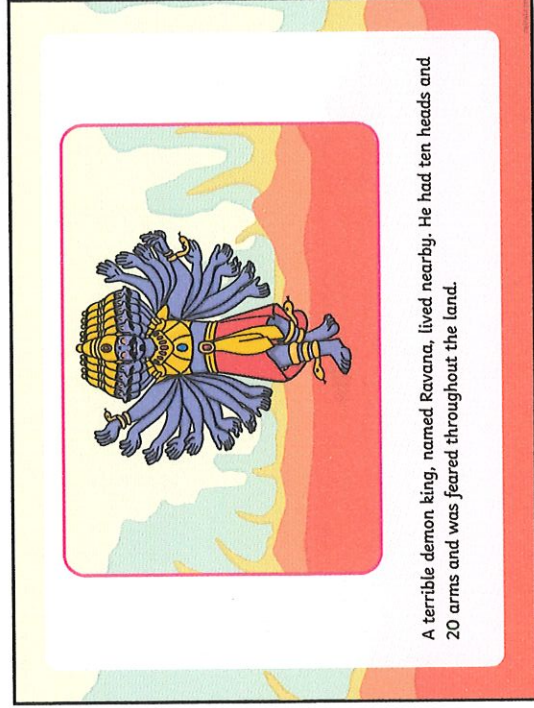
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2



3



4



One day, Ravana kidnapped Sita and took her away in his flying chariot. Clever Sita left a trail of her jewellery for Rama to follow.

5



Rama and Lakshmana followed the trail of glittering jewellery until they met Hanuman, the Monkey King, who became their friend and agreed to help find Sita. Messages were sent to all the monkeys in the world to help find Sita.

6



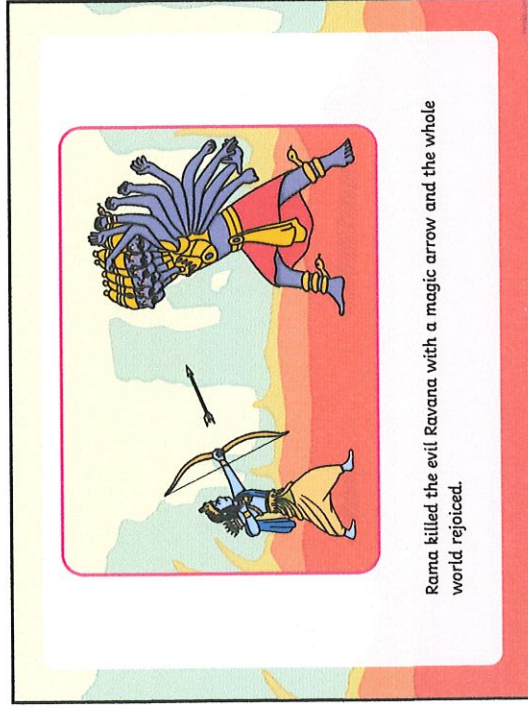
After a very long search, Hanuman found Sita imprisoned on an island. The army of monkeys couldn't reach the island so they began to build a bridge. Soon, all the animals of the world, large and small, came to help.

7

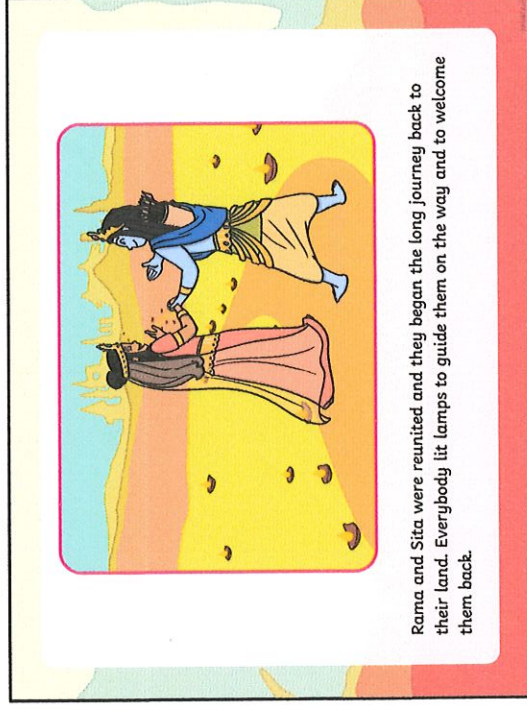


When the bridge was built, the monkeys and Rama rushed across it and fought a mighty battle.

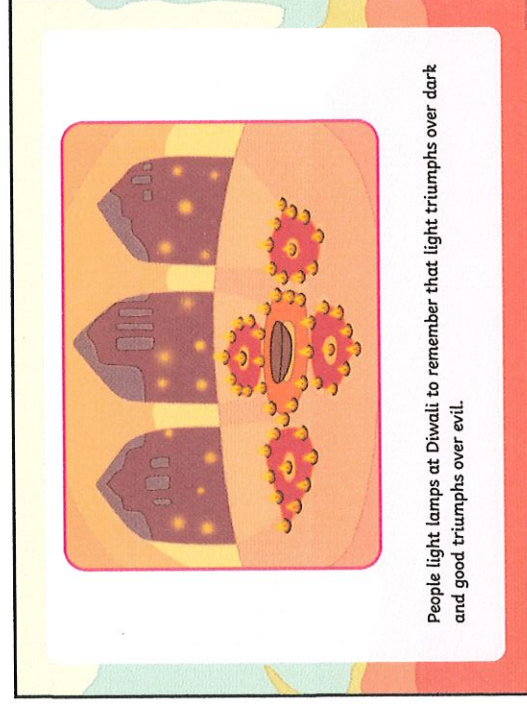
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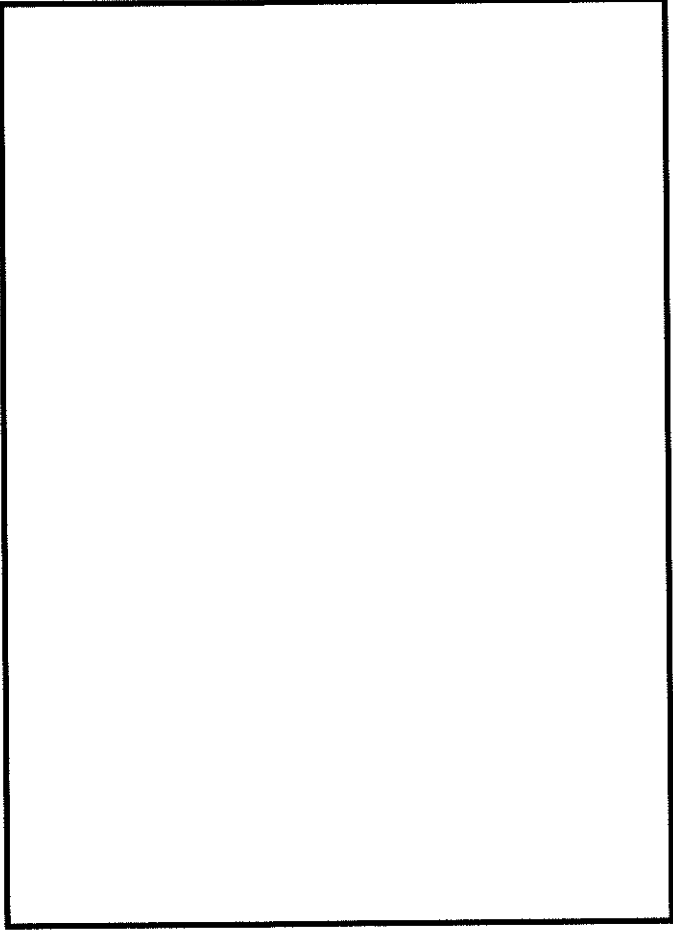


11



12

The story of Rama and Sita



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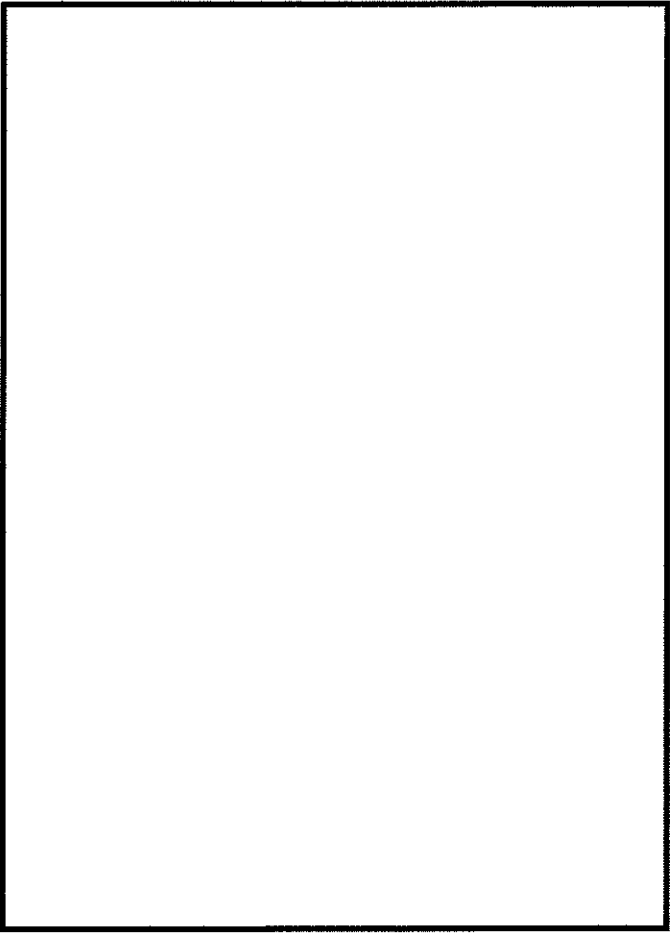
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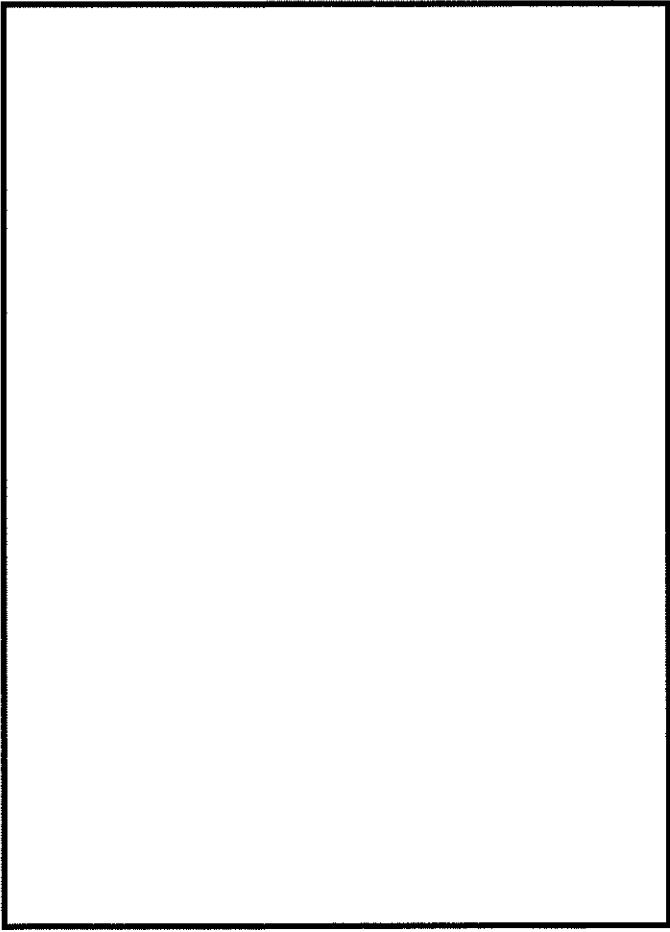
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By.....



Twelve vertical dotted lines for handwriting practice, arranged in a single column on the right side of the page.



Twelve vertical dotted lines for handwriting practice, arranged in a single column on the right side of the page, corresponding to the second box.

11th November

To represent 4 pictorially.

4 apples

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4 poppies



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4 'e' sounds

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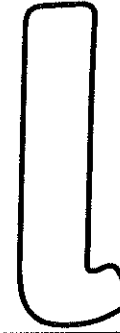
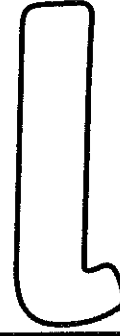
→ Can you complete my group of 4 cats?

4 cats

				
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Letter Formation

Trace over these letters.

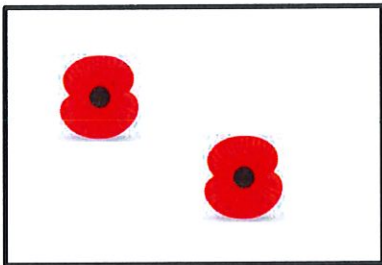


Comparing numbers to 4

Who has more?



Who has more?



Who has fewer?



Who has fewer?



big

got

if

up

mum

can

was

we

no

he

go

she



How many ways can you make 4?

Choose 2 colours of Smartie



and



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--	--	--	--

--	--	--	--